

UNIT 3: SUSTAINABLE DEVELOPMENT GOALS

LESSON 1: GOOD HEALTH AND WELL-BEING

Unit overview

- Describe trends and make comparisons from various types of charts and graphs.
- Talking about numbers and quantitative data.
- Debate topics and brainstorm ideas.
- Create and give a poster presentation in pairs.

Lesson aims:

- Recognize the components of a line graph
- Use descriptive language to describe a line graph effectively
- Read for general ideas and for details
- Write a short paragraph describing information from a graph

Lead-in

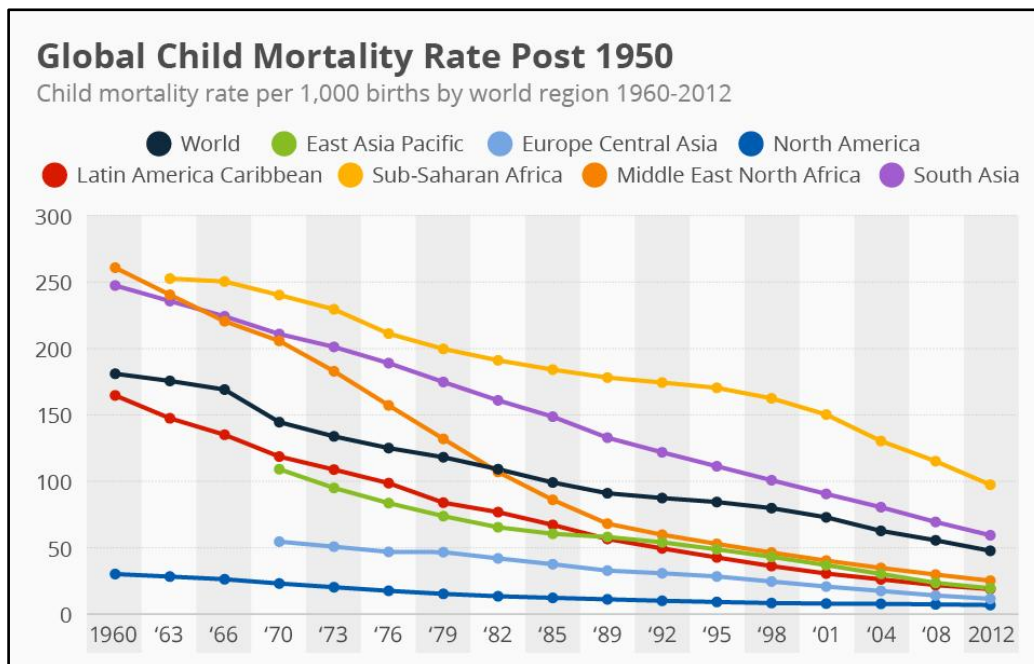
1. Look at the pictures below. What do you know about these things? Discuss the questions below.



- a) What does the United Nations do?
- b) How would you define sustainable development?
- c) What are some important issues connected to good health and well-being in Chile?

Reading I

1. Look at the picture and answer the questions below.



<https://www.statista.com/chart/3410/global-child-mortality-rate/>

- Is the picture a bar graph, pie chart, or line graph?
- What is the topic?
- What does the X axis represent?
- What does the Y axis represent?
- What is the general trend?

Vocabulary

1. Match the words with the definitions.

Words	Definitions
1. gradually	a. to go up
2. fluctuate	b. slowly over time
3. rise	c. with a big or sudden change
4. fall	d. small or not significant
5. remain	e. to go down
6. dramatically	f. to stay the same
7. slight	g. to go up and down irregularly

2. Put the words from exercise 1 in the correct columns below.

Adjective	Noun	Verb	Adverb
slight	rise	rise	gradually

3. Put the words from the box below in the columns above.

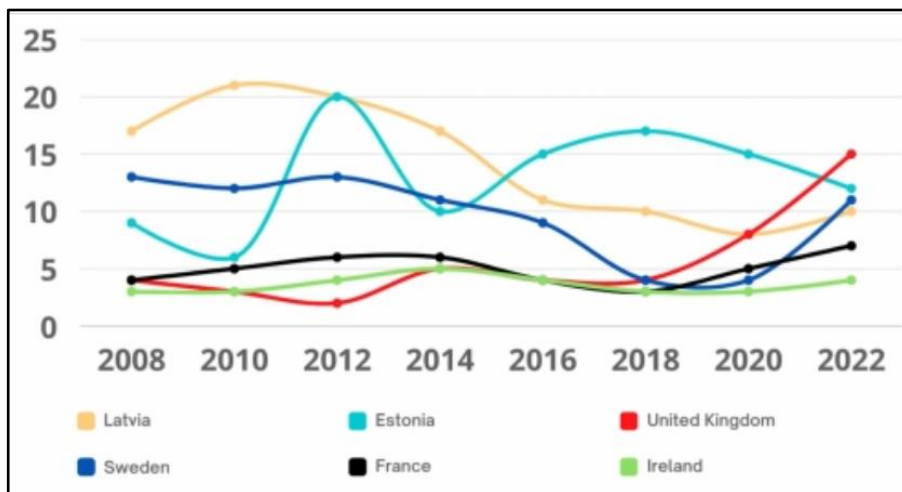
steady	decrease	rapid	sharply	increase	slowly
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4. Write 5 sentences describing the lines of the graph below using vocabulary from the exercises above.

Examples:

Healthcare needs increased slightly from 2018 to 2022 in France.
There was a slight increase between 2018 and 2022.

The graph below shows the percentage of adults whose healthcare needs went unmet in the past year from 2008 to 2022 in 6 different European nations.



- _____
- _____
- _____
- _____
- _____

Reading II

1. Read the text below. What is the topic?

Over the last two decades, Chile has made significant progress in improving public health. Life expectancy has increased **steadily**, and child mortality has **dropped** dramatically. Vaccination programs are well established, and the country has expanded access to primary healthcare.

However, not all areas of SDG 3 have seen equal improvement. Mental health remains a serious concern. Rates of depression and anxiety have increased **slightly**, especially among young people. Access to mental health services is limited, particularly in rural areas. Additionally, non-communicable diseases such as diabetes and heart disease continue to rise gradually due to unhealthy diets and low physical activity.

The COVID-19 pandemic also revealed weaknesses in Chile's healthcare system. Although the vaccination process was effective, hospital systems were overwhelmed at times, and inequality in access to services became more visible.

To meet the targets of SDG 3 by 2030, Chile will need to continue improving access to mental health care, promote healthier lifestyles, and reduce inequalities in the healthcare system.

2. Answer the following questions about the text.

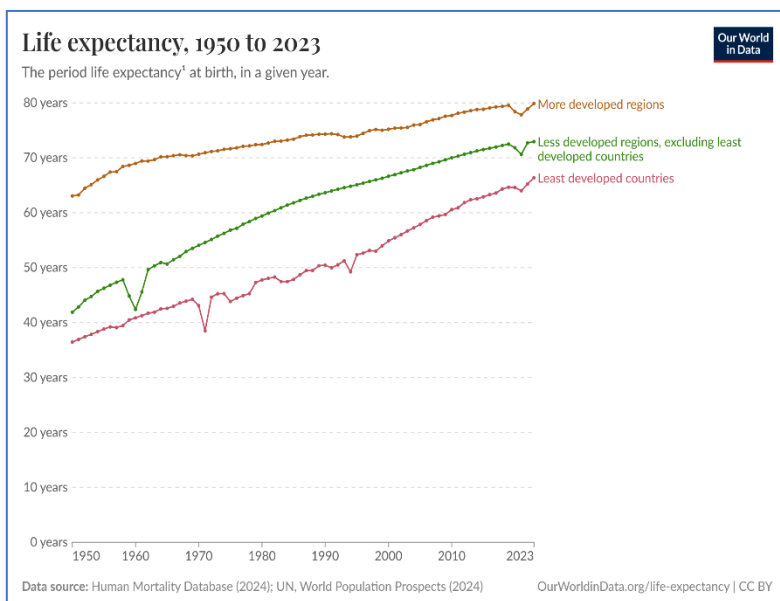
- What are two areas where Chile has made progress?
- What health issues are still a problem?
- How has mental health changed in recent years?
- What did the COVID-19 pandemic show about Chile's healthcare system?
- What are some actions Chile needs to take before 2030?

3. Put the words in **bold** in the correct column in exercise 2 of the vocabulary exercises.

Final Lesson Task: Life expectancy data

1. Look at the graph below and answer these questions.

- | | |
|------------------------------------|------------------------------------|
| a) What type of graph is it? | d) What is measured on the Y axis? |
| b) What is the topic of the graph? | e) What is the time period? |
| c) What is measured on the X axis? | f) What do the 3 lines represent? |



2. Read the description of the graph and put the words or phrases from the box in the correct gaps. The first one is an example.

at about 35 years	big differences	1950 to 2023	line
75 years	longer	went up	at about 65

The line (1) graph shows how life expectancy at birth has changed from _____ (2) in different parts of the world. In general, people are living _____ (3) everywhere. In more developed regions, life expectancy was already high in 1950, _____ (4) years, and has increased to more than _____ (5) today. In less developed regions (not including the least developed countries), it _____ (6) from around 40 years to just over 70 years. The least developed countries started much lower, _____ (7), but also improved to more than 60 years. This shows clear progress, although _____ (8) between regions still remain.

3. Notice how the paragraph is organized. What is the purpose of each sentence?

1. Topic sentence – introduces the topic

2. _____

3. _____

4. _____

5. _____

6. _____

4. Go to [the website](#) and modify the graph by choosing different countries and regions.

5. *Decide on 5 countries or regions on the graph on the website. Write a short paragraph describing the information in your line graph.*

Include:

- *a topic sentence*
- *vocabulary to describe the information e.g. gradually, increase*
- *a concluding sentence*

1. *Compare your graph and paragraph with a classmate. Notice the similarities and differences.*

Exit Ticket

Can you do these things?

<input type="checkbox"/>	I can recognize the components of a line graph.
<input type="checkbox"/>	I can use descriptive language to describe a line graph.
<input type="checkbox"/>	I can read for general and specific ideas.
<input type="checkbox"/>	I can write a short paragraph describing information from a graph.

My Top 5 Words from this lesson:

1	
2	
3	
4	
5	

Homework: Self-study

[90 minutes per week]

Describing charts

<https://learnenglish.britishcouncil.org/skills/writing/b1-writing/describing-charts>